

RWI Group	Group A Set 1 Sounds	Group B Set 1 Sounds	Group C Set 1 Sounds	Ditty	Red 1 day book	Green 3 day book	Purple 3 day book	Pink 3 day book	Orange 3 day book	Yellow 5 day book	Blue 5 day book	Grey 5 day book	Comprehension
	<p>Children are taught single letter sounds (set 1)</p> <p>Children begin to orally blend words.</p> <p>1.1-1.3 words</p>	<p>Children know most single letter sounds at this stage so teachers will teach to any gaps.</p> <p>Children learn to blend orally using magnetic whiteboards.</p> <p>1.1-1.4 words</p>	<p>Children are taught to read single letter set 1 sounds speedily.</p> <p>Children will begin reading these on green word cards.</p> <p>1.1-1.5 words</p>	<p>Children are taught the set 1 special friends.</p> <p>They learn to read these in words and begin to read nonsense words.</p> <p>Children begin to read a short ditty with simple phrases.</p> <p>1.1-1.6 words</p>	<p>Children are taught to read all set 1 sounds at speed.</p> <p>Children begin to read 4 &amp; 5 sound words.</p> <p>They are now reading short story books.</p> <p>1.1-1.7 words</p>	<p>Children are reviewing Set 1 Sounds and are taught set 2 sounds.</p> <p>Children read real and nonsense words with these sounds.</p> <p>Children read a 3 day book focusing on reading set 1 fluently.</p>	<p>Lesson content is the same as for the Green Group, providing children who need it with further opportunities to practice and consolidate.</p> <p>If children are confident with all set 2 at this stage, we begin teaching set 3 sounds.</p>	<p>Children are continuing to learn all set 2 sounds.</p> <p>Children are reviewing Set 1 Sounds and are taught set 2 sounds.</p> <p>Children read real and nonsense words with these sounds.</p> <p>Children read a 3 day book focusing on reading set 1 and early set 2 fluently.</p> <p>If children are confident with all set 2 at this stage, we begin teaching set 3 sounds.</p>	<p>Children now know all set 2 sounds and are now taught to read set 3 sounds.</p> <p>Children are reviewing Set 2 Sounds and are taught set 3 sounds.</p> <p>Children read a 3 day book focusing on reading set 2 sounds.</p>	<p>Children are taught set 3 sounds.</p> <p>Children will review set 2 words and learn set 3.</p> <p>Children are reading a 5 day book that still only contain set 2 sounds. We now begin to assess the children's reading speed of a passage. At least 60 WPM.</p>	<p>The children now know almost all set 3 sounds. Teachers will close gaps and begin teaching families of sounds and longer words.</p> <p>Children are reading a 5 day book that contain early set 3 sounds. We now begin to assess the children's reading speed of a passage. At least 70 WPM.</p>	<p>The children can now read all set 3 sounds. Children are taught families of sounds and longer words.</p> <p>They can read a text at 80+ words per minute.</p>	<p>Children are able to read all sounds fluently. They read at a rate of 90-100 WPM.</p> <p>Reading focuses on a variety of texts.</p> <p>Children begin to use MYBB and Spelling programmes.</p>

**One day books:**

Photocopy master Ditty lessons.

<b>Red Ditty Book for Reading</b>
<b>Daily Speed Sounds Lesson</b>
<b>Story Green Words</b>
Speedy Green Words
<b>Red Word Cards</b>
<b>Partner Practice – Ditty Speed Sounds, Story Green Words, Red Words, Speedy Green Words</b>
<b>Ditty Introduction</b>
<b>First Read – Children</b>
<b>Read Aloud – Teacher</b>
<b>Jump-in</b>
Second Read – Children
Questions to Talk About
<b>Get Writing! Red Ditty Book</b>
Complete a Sentence and <i>(optional)</i>
<b>Hold a Sentence</b>
Storytime
Handwriting

**3 day books:**

Day 1	Day 2	Day 3
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Think About the Story
Story Green Words	Red Word Cards	Third Read – Children
Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	Questions to Talk About
Red Word Cards		
Partner Practice – Speed Sounds, Story Green Words and Red Words		
Story Introduction	Jump-in	Write About
First Read – Children	Second Read – Children	
Read Aloud – Teacher	Hold a Sentence – 2	
Hold a Sentence – 1	Build a Sentence – Orally	
Handwriting	Handwriting	Linked Text

5 day books:

• Write About – 20–30 minutes (Day 4); 30–40 minutes (Day 5)

Day 1	Day 2	Day 3	Day 4	Day 5
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	Spell Check	Spell Test
Story Green Words	Red Word Cards		Grammar	
Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	Think About the Story	Vocabulary	Write About <i>(continue writing here from Day 4)</i>
Red Word Cards	Jump-in	Third Read – Children	Proofread – Spelling and Grammar	
Partner Practice – Story Speed Sounds, Story Green Words and Red Words	Second Read – Children	Questions to Talk About	Write About <i>(start writing here and continue on Day 5)</i>	
Story Introduction	Fred Fingers – Spelling Green Words	Questions to Read and Answer		
First Read – Children	Red Rhythms – Spelling Red Words			
Read Aloud – Teacher	Hold a Sentence (2 sentences)	Build a Sentence		
Red Rhythms – Spelling Red Words				
Handwriting	Handwriting	Handwriting	Handwriting	Partner Proofread
				Words to Keep
				Linked Text

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